

## **Methodology of Teaching Primary Class Students to Read Artistic Works Expressively**

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### **Abstract:**

Instilling a love for books and reading among elementary school students, familiarizing children's hearts with books is considered as one of the urgent issues. He learns. His love for goodness increases and he hates evil. At this point, there are also specific types and directions of artistic works, based on the age characteristics of primary school students, suitable and unique works are created for them. choosing and teaching them to read correctly, clearly, fluently also requires high pedagogical skills from the pedagogue. Reading a book, first of all, shapes the students' imagination. Each of our actions and thoughts is based on a certain idea. In order for something, an event, an object to become an event, it must first pass through our imagination. That is, the reality without our imagination is an abstraction. The most important aspect of life is that what a student imagines, he can achieve. Human imagination creates reality. Geniuses who made great discoveries in history were great people who had more than their imagination. The reader's imagination works in the process of reading a book. He imagines the distant past and the future. He embodies the life of his contemporaries in his imagination. This process takes place not in the form of a lifeless picture on the TV screen, but in the mind of the reader, in the world of imagination. And by itself, it is able to make changes in the mind of the student. Therefore, this article is about teaching children to read works of art with love and to read consciously and expressively.

**Keywords:** reading culture, book, reading, expressive and conscious reading, parable, poem, article.

### **INTRODUCTION**

The culture of reading ensures that a person can fully understand the source, enjoy it aesthetically, understand the author's thoughts and ideas, and be able to evaluate them. Choosing a book, reading it quickly, keeping it carefully, creating a personal library, and being able to recommend the read books to others are part of reading culture. Therefore, the culture of reading directs a person to engage in direct practice, to harmonize with life, and to receive spiritual benefits. Fighting against the ideological dangers and threats that arise in the era of today's intense and complex globalization is to further improve the culture of reading, especially to familiarize children and young people with books. is closely related to the solution of a number of current issues such as encouraging reading in libraries. The decree of the President of the Republic of Uzbekistan, signed on January 12, 2017, on the establishment of a commission on

the development of the system of printing and distribution of book products, on the promotion and promotion of book reading and reading culture, will bring these noble works to a new, higher level. It is very important because it is aimed at promotion.

### **Literature analysis and methodology.**

In our republic, a number of scientific works on the formation of reading culture based on reading technology, level and intensity of reading have been researched by scientists. Z-related to the principles of the need for self-development, this modern approach serves as an important factor in the formation of the student's personality. As the Methodist scientist M. Mirkosimova pointed out: "Literary analysis begins with an expressive reading of a poem or a prose work." During reading, the thinking system created by the creator is understood, assimilated, and discussed, visual tools used by the poet or writer in creating the poetic scene created before the eyes of the reader are not superficially important, the main attention in the process of reading is on the content, image attracted to its inner meaning.

Russian scientist N.I. Kudryashev recommends three main methods of reading a work of art:

analyze, interpret and synthesize, combine. The work of art continues its interpretations of reading and places special emphasis on creative reading. In addition, expressive and interpretive reading, conversation between the teacher and the student, conversation with students, artistic discussing tasks based on works and life observations, making questions and plans is the main factor in diagnosing reading culture. V.V. Ivanikhin talks about the comments and comments given by the teacher to the students, and reminds the student that it is necessary to proceed from his personal, often inexplicable situations, and sometimes from his strange questions.

### **DISCUSSION**

A parable is a work of art that expresses moral content through ironic images. It is written more poetically. In the parable, the characteristics of the human character are transferred to the world of ironic images - animals, plants and animals. Often, in the introduction to the parable, sometimes at the end, a conclusion is drawn from the story, that is, an instructive conclusion. This gives a great opportunity to educate students morally. The short, concise, beautiful and expressive description of the thought in the parable, the sharpness and vernacular of the language are important materials for the development of students' speech and thinking. A parable reminds of a small play with a small volume, but a rich content, a knot, a climax and a solution. He can be an excellent example of a short and meaningful description of an event.

When studying a parable in elementary grades, children should be taught to read the parable expressively and to tell its content briefly, sometimes in a few words (it is not recommended to retell the parable in full), to tell the characteristic features of some participants. teaching to compare is important. Without dwelling on the allegorical content of the parable, we begin to analyze the image of the main character. If in the 1st grade, children perceive the parable as a funny story similar to a fairy tale about animals, from the 2nd grade, they learn that the behavior and interactions of the animals in the parable are sometimes found in people's lives, and that the parable is a story that gives moral knowledge. they begin to learn that it will be in a poetic way, and that some of the shortcomings of people will be described in it. When working on the language of parables, figurative expressions and artistic tools used in it to enrich students' speech are independently found by students: students replace the sentence or phrase given by the teacher with the phrase from the parable. For example, in the process of working on the language of Shukur Sadulla's parable "Lakma It", the teacher started to get cold in winter. When analyzing the parable, it is necessary to vividly imagine the development of the story, to help the students to clearly perceive the images. For example, it is advisable to recommend them to describe some episodes with words, to write a description of some episodes with the help of the teacher, to read in roles at the last stage of the work. When characterizing a character, along with his behavior, specific features of the language are also used. In order to prepare for an expressive reading of a parable, it is necessary to know its plot, to understand the author's language well, and to take into

account the individual character of each character. For example, when reading the parable "Laqma It", the laqma was expressed through the begging of the dog and the unruly behavior of the cat. It is appropriate to read parables with dialogue in roles, act them out and tell them.

The main form of visual education in primary grades is expressive reading of lyric poetry. It is important to get readers excited about both the lyric poem and the poetic narrative, so that no explanation is given when the poem is read for the first time. It is necessary to consider and know how the poem affected the readers. The teacher should read the poem in such an expressive way that the children understand its main content, and the lively word has a stronger effect on them. Reading should be simple. When reading, it is necessary to avoid false expression of natural pleasure, happiness, joy, and anger with a loud voice. When children read a poem, it is necessary to ensure that they follow the poetic line and do not break the rhythm of the poem. The content of the poem, like other works of art, is analyzed based on questions. But it is not recommended to ask the students many questions about the content of the poem. It is enough to make sure that the readers understand the main content of the poem. After analyzing most of the poems taught in primary grades and practicing expressive reading, the task of expressive memorization is given (students are not recommended to prepare for expressive recitation at home of a poem that they have not read expressively in class) .

Children like poetry. Poetic speech is easily memorized, it evokes an aesthetic feeling, children can quickly and easily memorize sonorous poems with a simple rhythm written in clear language, suitable for the level of younger students, and then recite them expressively from memory. .

The main goal of teaching popular scientific articles is to provide children with certain knowledge about nature, people's work and social life, to teach children to work independently with books and gain specific knowledge from them. In scientific prose, logical generalizations and conclusions of the results of observation of the facts of the real environment are reflected. Scientific and popular articles prepare children for reading newspapers and magazines, help to master socio-political, natural science terms, develop their logical thinking and speech.

## **RESULTS**

By reading books that develop children's emotions, the teacher introduces them to our independent country, its beautiful cities, villages, national traditions, values, past, and people's dreams. It instills in them a desire for knowledge. In the 2nd grade, students read small works independently based on the teacher's help and assignments. In this class, an extracurricular reading lesson is held once every 2 weeks. The teacher finds and recommends to the students to read the works about the courage of the motherland and ancestors, plants, birds and animals. For their reading, artistic and popular scientific works are recommended, which vividly describe people's lives, reflect their spiritual and moral lifestyle. In grades 3-4, extracurricular reading lessons are held once every two weeks. In these classes, the teacher continues to collect age-appropriate books in the classroom library. The study corner outside the classroom can be decorated in different ways. In this, the teacher and the student work together. Popular works of art and science serve to expand and form the worldview of students only if they are read independently and consistently. Studying outside the classroom serves to instill in children love for goodness, hatred for evil, communication, speech, and literary-aesthetic thinking.

First of all, children's literature gives joy to children with its interesting content, beauty of artistic images, expressiveness of language, musicality of poetic words. At the same time, it also has an educational effect on children. Children's literature tells the reader about the nature of the country, people's work, life, their actions and heroism, stories from children's lives, children's games, stories, tells the story of dreams and wishes. In this regard, fairy tales are of great importance. The history of our nation, its traditions, material and spiritual wealth, all dreams and wishes are preserved in fairy tales created for thousands of years. People want to see their dreams in the young generation in their sons and daughters. For this reason, students are

recommended to read fairy tales. A child who reads a fairy tale tries to overcome difficulties, to be brave and courageous. A student can become a worthy child of his people only if he says that I am a part of all the people on earth, and I should grow up worthy of them by what I do for my people. Fairy tales are an international artistic tool that educates the young generation in this spirit. A number of fairy tales such as "The Three Little Mermaids", "Zumrad va Kimmat", "Crooked and Straight" are favorite fairy tales of students. With the help of the teacher, the students will learn from these tales that a person should believe in his own work and should not be jealous of someone else's wealth.

## CONCLUSION

In conclusion, it should be said that a book is the best companion for a person, the most cordial interlocutor. By reading works of art, a person understands his shortcomings and mistakes, can think correctly, get aesthetic pleasure, and find solutions to his problems. In a word, it elevates the spiritual world and pushes it to the heights. It is necessary to lay the foundation of familiarity with the book from a young age, namely from the primary school. the pedagogue should also do it seriously. The example of children is an empty bag. What and how to fill the bag depends on the capacity and competence of the pedagogue. It should be considered as a high responsibility and responsibility for every pedagogue to show enthusiasm, feeling that he is laying a foundation stone for training of high-level personnel.

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